

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

ART

Learning for life, loving God

Ourselves and others.

Valuing all of His creation

Enabling us to do our best.

Intent

What is the intent of the Art curriculum?

At St Margaret Clitherow School, our aim is to show that art is an important agent in expressing feelings, and recording and communicating ideas, as “a good manager of God’s different gifts,’ 1 Peter, 4: 10.

Art has had an impact throughout civilisation and in the present age. We intend to enable the children to develop an open and enquiring mind to art in its many forms; to respond, express an opinion and consider the ideas posed by a work of art and to develop as artists in their own right.

Artwork from across the school, led by both teachers through lessons and children through clubs, is effectively displayed in a central space where it can be appreciated and celebrated by the wider school community.

Implementation

How does the curriculum overview allow all children to achieve?

Art is taught discretely, but also woven into our wider curriculum, so that the children have the opportunity to make connections and place a piece of art within its context in order to deepen their appreciation and understanding. Skills are developed systematically in line with AccessArt, following the Long Term Plans and deepened by being revisited regularly throughout the children’s time in school.

How is prior knowledge revisited?

The children’s prior art knowledge is revisited through a spiral curriculum, where skills and concepts are returned to and developed in more depth over time; building on earlier techniques in new areas of learning. Class discussions help our children to recall and reflect on previous learning, for example asking pupils to:

- name materials or techniques they used in a previous lesson
- discussing an artist they’ve studied before

- quizzing key vocabulary like “tone,” “texture,” or “composition”
- thinking at past work and explaining how it was created

Overall, this approach helps pupils strengthen understanding, make connections, and develop their artistic skills progressively.

How is assessment used effectively?

As art is a practical subject, it is continuously assessed to provide next steps for all children. The personal response involved in making a piece of art means that all children can feel a sense of achievement.

In all classes, there are children of differing ability and differing experiences. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, and by providing support as necessary.

How is cultural capital developed through the curriculum?

Cultural capital is developed by giving our children the knowledge, experiences, and confidence to understand and engage with art as part of a wider cultural world. It’s not just about making art—it’s about helping pupils connect to history, identity, and creative expression in meaningful ways.

This happens through **exposure to a range of artists, styles, and cultures**. When children learn about artists from different time periods and backgrounds, they begin to understand how art reflects society, for example, studying figures like Frida Kahlo, introduces them to diverse perspectives and lived experiences.

Another important element is **developing visual literacy**. Pupils learn how to interpret images, recognise techniques, and talk about what they see. This builds vocabulary and critical thinking, enabling them to engage with galleries, media, and visual culture more confidently.

Practical art-making also contributes significantly. By experimenting with materials and techniques—drawing, painting, sculpture—children gain first-hand understanding of artistic processes. This hands-on experience deepens appreciation and builds creative confidence.

The curriculum also promotes **cultural awareness and inclusion**. Exploring art from different cultures helps pupils value diversity and see themselves reflected in the curriculum. This is especially important for building identity and belonging.

Additionally, **enrichment opportunities** such as weekly child-led art clubs, termly Pop-Up Art sessions, visits to art galleries, workshops, or interactions with local artists extend learning beyond the classroom. These experiences make art feel relevant and accessible, especially for children who may not encounter it outside school.

Finally, art education fosters **transferable skills**—such as observation, resilience, and self-expression—which contribute to a child’s overall cultural and social development.

Impact

Through our holistic approach to art, which means that skills will be practised in other contexts, we develop children's expertise, confidence and self-belief as artists.

They will make the acquaintance of notable artists across the ages and around the world.

They will be able to discuss similarities and differences, and express their personal response in a reasoned and respectful way.

They will be able to discuss the valuable contribution art makes to our extraordinary world.